



TENNESSEE DEPARTMENT OF

EDUCATION
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Teaching as a Profession III (TAP III)

Primary Career Cluster:	Education and Training
Consultant:	Deborah Thompson, (615) 532-2840, Deborah.Thompson@tn.gov
Course Code(s):	TBD
Prerequisite(s):	Fundamentals of Education (TBD) and Teaching as a Profession I (6010) or Early Childhood Education Careers II (6017) and Teaching as a Profession II (TBD) or School Counseling (TBD)
Credit:	1
Grade Level:	12
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Education and Training courses.
Programs of Study and Sequence:	This is the fourth and final course in the <i>Teaching as a Profession</i> , <i>Early Childhood Education</i> , and <i>Educational Support Careers</i> programs of study.
Necessary Equipment:	None
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, appropriate student placement can be offered. Visit http://www.tn.gov/education/cte/wb/ to learn more.
Available Student Industry Certifications:	American Association of Family and Consumer Sciences Pre-PAC Early Childhood Education or Education Fundamentals Certificate
Dual Credit or Dual Enrollment Opportunities:	There are no statewide dual credit/dual enrollment opportunities for this course. If interested in establishing a local opportunity, reach out to your local postsecondary institution.
Teacher Endorsement(s):	050, 051, 450
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.tn.gov/education/cte/EducationTraining.shtml

Course Description

Teaching as a Profession III (TAP III) is a capstone course in the Education and Training Cluster for students interested in learning more about becoming a teacher, school counselor, librarian, or speech-language pathologist. The course covers classroom professionalism, ethics, policies, communications,

and career requirements in education fields. In addition, students will complete an internship and continue to create artifacts for their student portfolios. Standards in this course are aligned with Tennessee Common Core State Standards English Language Arts & Literacy in Technical Subjects and Tennessee Psychology, and Sociology standards, and National Standards for Family and Consumer Sciences Education, Second Edition.*

Program of Study Application

This course is a capstone course in the *Teaching as a Profession*, *Early Childhood Education*, and *Educational Support Careers* programs of study, providing an opportunity for an internship experience. For more information on the benefits and requirements of implementing these programs in full, please visit the Education and Training website at <http://www.tn.gov/education/cte/EducationTraining.shtml>.

Course Standards

Professionalism, Ethics, and 21st Century Skills

- 1) Collaboratively develop a professionalism rubric with performance indicators for each of the following professional attributes:
 - a. Attendance/punctuality
 - b. Professional dress and behavior
 - c. Positive attitude
 - d. Collaboration
 - e. Honesty
 - f. Respect
 - g. Responsibility
 - h. Appropriate technology use
 - i. Reflective teaching practice(TN CCSS Writing 4; FACS 13)
- 2) Analyze the Tennessee Teacher Code of Ethics and compare it to professional ethical standards from recognized educator professional organizations (such as the National Education Association and others) and discuss the purpose of providing specific statements in the code. Research codes of ethics for teachers in specific content areas and special education, where available. Synthesize principles from the standards to create a personal code of ethics. (TN CCSS Reading 2, 6, 9; TN CCSS Writing 4, 7, 9; FACS 4)

Policies

- 3) Use authentic resources (such as federal or state regulations; local education agency policies) to create a checklist of the circumstances under which grades, records, medical information or other student information may be released and to whom. (TN CCSS Reading 1, 2; TN CCSS Writing 4, 9)
- 4) Research and describe the procedure for documenting and reporting child welfare concerns. Analyze a child welfare case study and assess the extent to which the proposed resolution of the case is appropriate. (TN CCSS Reading 1, 2, 8; TN CCSS Writing 1, 9; TN Psychology; TN Sociology; FACS 12)



- 5) Analyze case studies of problematic school situations and assess the degree to which their proposed resolutions are supported by legal and ethical policies. (TN CCSS Reading 1, 2, 8)

Requirements for Careers in Education

- 6) Access electronic resources from the Tennessee Department of Education Office of Teacher Licensing to identify the teacher certification requirements for the state of Tennessee. Prepare a visual representation comparing the educational and licensing requirements for entering and advancing in specific teaching careers (such as preschool, elementary school, middle school, high school). Include the specific requirements for teaching in various content areas. (TN CCSS Reading 2, 7; TN CCSS Writing 4, 6)
- 7) Review case studies in education and use findings to develop an argument supporting or opposing the use of background checks for teacher hiring, including fingerprinting, drug testing, and checking professional references. (TN CCSS Reading 8; TN CCSS Writing 1)
- 8) Using the Tennessee Educator Acceleration Model (TEAM) – or other appropriate teacher evaluation instrument – investigate the domains and associated indicators of expected teacher behaviors and characteristics. In a coherent narrative, summarize the steps in the educator assessment process and analyze their classroom relevance. (TN CCSS Reading 1, 2, 5; TN CCSS Writing 2, 4, 7, 9)

Teaching and Learning

- 9) Using academic journals and scholarly research on effective teaching practices, investigate the impact of teacher content knowledge and pedagogical knowledge on quality of instruction, as measured by student outcomes. Craft an argumentative essay making a claim about the impact of educator background on student outcomes, developing reasoning with evidence from research. (TN CCSS Reading 1; TN CCSS Writing 1, 4, 7, 9)
- 10) Identify teaching methods advocated by current learning research and describe appropriate research-based practices at developmental levels from ages 9 to 21, including subject-specific teaching practices. Use this research to assign suitable teaching methods to lesson plans created in the previous course and write recommendations for adaptations needed for students with different learning styles or special needs. (TN CCSS Reading 1, 10; TN CCSS Writing 2, 4, 5, 8, 9; Psychology; Sociology)
- 11) Build on current understanding of the types and purposes of assessments by creating appropriate assessment tools using examples and findings from current academic research. Write a narrative explaining how assessment results are used for planning instruction. Administer assessments, record results, and provide student and parent feedback. (TN CCSS Writing 2, 4)
- 12) Develop grade-appropriate written and illustrated instructional materials and resources, as well as electronic media (if available), to accompany lesson facilitation during the internships. (TN CCSS Writing 4, 6)



Communication

- 13) Draw conclusions about the relationship between classroom communications and student learning, citing examples from case studies, instructional materials, and academic journals. (TN CCSS Reading 7, 9)
- 14) Develop a communications rubric with performance indicators for effective verbal, non-verbal, written, and electronic communication. Create parent/guardian contact information forms and a draft agenda for parent conferences. Use the rubric to evaluate simulated parent conferences (prior to internships). (TN CCSS Writing 4; FACS 13)

Internship

- 15) Collaboratively, create a rubric that will be used by observers to evaluate preparation for the internship, implementation of lesson plans, and professionalism. (TN CCSS Writing 4)
- 16) During the internship, implement lesson plans developed in a previous course. Annotate accordingly the plans to document the teaching process. (TN CCSS Writing 5)
- 17) Create and continually update a personal teaching journal to document the internship. Draw connections between the experience and course content, thoughtfully reflecting on:
 - a. Tasks accomplished and activities implemented
 - b. Lesson effectiveness
 - c. Positive and negative aspects of the experience
 - d. Self-assessment and plans for refining instructional practice
 - e. Interactions with students, families, teachers and staff
 - f. Personal satisfaction(TN CCSS Writing 4, 6, 7, 10; FACS 13)
- 18) Upon conclusion of the internship, write a reflection paper containing a revised personal teaching philosophy and career growth plan based on the teaching journal. Use technology to create a class presentation showcasing highlights, challenges, and lessons learned from the internship. (TN CCSS Writing 2, 5, 6, 7)

The following artifacts will reside in the student's portfolio:

- Revised statement of personal teaching philosophy
- Personal code of professional ethics
- Revised career and professional growth plan
- A description of the internship school, student body, and a job description or list of responsibilities
- Lesson plans, assignments, assessment tools and instructional materials created
- Examples of visual materials incorporated (e.g. graphics, presentation slides, videos, demonstrations) into lessons
- Description of instructional technology used, with examples if appropriate
- Daily teaching journal reflecting on tasks and activities, lesson effectiveness, positive and negative aspects of the experience, self-assessment, plans for refining instructional practice, and interactions with students, families, teachers and staff



- Feedback from supervising teacher at site and from TAP III teacher based on observations, using Tennessee Educator Acceleration Model (TEAM) or other state-approved observation rubric

Standards Alignment Notes

*References to other standards include:

- TN CCSS Reading: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3 and 4 at the conclusion of the course.
- TN CCSS Writing: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 2 and 3 at the conclusion of the course.
- TN Psychology: Tennessee Department of Education Curriculum Standards, Secondary 9-12 Social Studies, [Psychology 9-12](#).
- TN Sociology: Tennessee Department of Education Curriculum Standards, Secondary 9-12 Social Studies, [Sociology 9-12](#).
- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

